

## **Historic, Archive Document**

Do not assume content reflects current scientific knowledge, policies, or practices.



1  
Ag 84 Pro  
Cop. 3

# 526

U. S. DEPT. OF AGRICULTURE  
NATIONAL AGRICULTURAL LIBRARY

MAR 10 1964

CURRENT SERIAL RE...

# *This is* 4-H



PA-526  
*Federal Extension Service*  
*U.S. Department of Agriculture*

## THE 4-H PLEDGE

*I pledge . . .*

my HEAD to clearer thinking,  
my HEART to greater loyalty,  
my HANDS to larger service, and  
my HEALTH to better living, for  
my club, my community and  
my country.

*Young people . . .*

*learning to work and plan  
together under  
skilled leadership . . .*

***This is***

**4-H**

“Already you have built bridges  
of understanding to . . .  
other lands with 4-H or parallel  
organizations, and I trust your  
program will continue to grow and  
expand. May each of you  
influence other boys and girls,  
other young men and women, to  
join you in learning, living, and  
serving through 4-H.”

*John F. Kennedy*



IT'S BIG! That's one way  
to describe 4-H. Twenty-  
two million Americans are  
former 4-H Club members.  
More than 2½ million  
youngsters are enrolled now. But the real  
measure of 4-H is in the job it does for  
youth.

Any boy or girl between 10 and 19  
years of age may join a 4-H Club by agree-  
ing to work on a project and follow 4-H  
ideals and standards. The main require-  
ment is a willingness to learn by doing, and  
“to make the best better”—the club motto.

These groups of young people carry on  
a wide variety of projects in agriculture,  
home economics, citizenship and personal  
development. They apply the latest scien-





*Public spirited men and women serve as volunteer leaders for local 4-H Clubs throughout the nation.*

tific findings to learn the “why” as well as the “how” of what they do. Developing character and good citizenship are long-range goals.

While formerly most 4-H’ers lived in rural and suburban areas, there is a recent trend toward more city youngsters taking part. This reflects the decline in farm population and the change in our agricultural communities. Only about half of 4-H members actually live on farms today.

### **Who’s Behind It?**

The 4-H Club program is part of the nationwide educational system of the Cooperative Extension Service—a three-way partnership of the U.S. Department of Agriculture, the State land-grant colleges or universities, and county governments. But

the local 4-H Club is the most important unit of the program. Local people determine its policies. Friends of 4-H give valuable aid and encouragement.

To guide 4-H’ers, some 400,000 public-spirited men and women—many of them parents who are former 4-H’ers themselves—serve as volunteer local leaders. These leaders are trained, counseled, and assisted by their county extension agents, who have at their fingertips the vast stores of knowledge of the State land-grant colleges and the U.S. Department of Agriculture.

Adult leaders advise and encourage 4-H’ers in planning and carrying out projects. They teach them new subject matter, attend club meetings, and most important, have a genuine interest in boys and girls.



*The 4-H Club meeting  
is a workshop in  
democratic citizenship.*





The 4-H Club meeting is a workshop in democratic citizenship.

## THE CLUB

● THE YOUNGESTER ENJOYS his 4-H Club. Here boys and girls elect their own officers, plan and conduct their own programs, and hold regular meetings. They take part in community activities and the countywide 4-H program.

Both project work and club activities help 4-H'ers develop desirable personal traits. Greater personal development is one of the finest opportunities boys and girls have as 4-H Club members.

### Meetings—Democracy in Action

Most club meetings have three parts—business, education, and recreation.

The club meeting teaches parliamentary procedure, how to make individual and group decisions, how to use elected officers effectively, and how to plan and carry out group activities. It teaches the duties of citizenship in a democracy. Here boys and girls learn and practice the fundamentals of our form of government.

The educational part of the club meeting centers around individual projects and activities that interest the group. Demonstrations, judging practice, illustrated talks, and group discussions are teaching tools.

Some type of recreation is important at club meetings, for personal development and to teach the wise use of leisure time. Group singing, folk games and dances, active sports—almost every kind of useful recreation is enjoyed by local clubs throughout the country.

### Types of Clubs

From local to national levels, 4-H is carefully planned according to the developing needs of growing young people. Clubs are organized in four main ways:

- All boys and girls in a community may belong to one club, with separate project groups within the club. The trend is toward more clubs of this kind; with project groups graded according to the age of the youth.
- All boys and girls in the community may belong to one club, without separate project groups.
- The club may be centered around one project area. Members may be all boys, all girls, or mixed.
- It may be a school club, including one grade, two or more grades, or all grades within the age range of club work.

Usually members hold meetings in their homes, community centers, or schools. Your county agent can tell you how to get a new club started.





Group Action



Projects



- **PROJECT WORK**—fitting 4-H activities into the home and family situation.
- **DEMONSTRATIONS** — teaching others through “showing and telling.”
- **JUDGING**—learning standards and making decisions based on those standards.
- **GROUP ACTION**—working toward the objectives of the club, as deter-

mined by the membership, and learning about community problems and working for the solution of them.

- **ACTIVITIES AND EVENTS**—giving boys and girls an opportunity for enriching experiences beyond the local club.
- **RECREATION**—learning to enjoy life, self, and association with others in purposeful social activities.

Judging







Demonstrations

# How Young People Learn in 4-H

Events



Recreation





# PROJECTS

## *Learning by Doing*

The project the 4-H'er selects may be one he is especially interested in which fits into his home situation. There are many kinds of projects to select from. Some of the most popular areas are:

PRODUCTION AND MARKET-  
ING PROJECTS—meat animal,  
garden, dairy, poultry

ENGINEERING — electricity,  
automotive, tractor

CONSERVATION—forestry, soil  
and water, entomology

MANAGEMENT—money, farm,  
home

FAMILY LIVING—foods and  
nutrition, clothing, furnishings,  
home grounds

PERSONAL DEVELOPMENT—  
leadership, arts and crafts, career  
exploration, public affairs.



*Foods—Nutrition*



*Automotive  
Study*



*Gardening*



*Livestock*



*Science*



# PROJECTS

## *Learning by Doing*

The project the 4-H'er selects may be one he is especially interested in which fits into his home situation. There are many kinds of projects to select from. Some of the most popular areas are:

PRODUCTION AND MARKETING PROJECTS—meat animal, garden, dairy, poultry

ENGINEERING — electricity, automotive, tractor

CONSERVATION—forestry, soil and water, entomology

MANAGEMENT—money, farm, home

FAMILY LIVING—foods and nutrition, clothing, furnishings, home grounds

PERSONAL DEVELOPMENT—leadership, arts and crafts, career exploration, public affairs.



*Field  
Crops*



*Home  
Grounds*

*Forestry*



*Foods—Nutrition*



*Clothing*



*Horsemanship*



*Community  
Health*



*Keeping  
Management  
Records*





*Club members line up for their turn in a health checkup.*



*An illustrated talk adds interest to project work.*



*Bicycle safety (above) a community-wide club program. Planting trees (below) a club activity to benefit the community.*



*Everyone takes part in planning club events.*

## Activities and Events

Activities add interest to the 4-H project program and teach the members to enjoy working together. Demonstrations, judging, illustrated talks, and discussions point up their project work. All are teaching techniques. In giving a demonstration, the boy or girl learns to present information clearly and concisely. Judging teaches how to make decisions based on accepted standards.

Programs and events held outside the regular club meeting also contribute to the development of youth. Clubs may give a Mothers' Tea, Parents' Night, Share-the-Fun Night, or community programs during 4-H Club Week. They may choose community-related activities such as safety, rodent control, planting, or health programs.



# 4-H is a Family Affair

Much 4-H Club work is centered around the home and family. Many parents were once 4-H'ers themselves and want their children to have the same opportunities. Some projects call for work similar to that being done on a larger scale by the parents of the 4-H'er. This lets club members work hand-in-hand with their parents, so that these youngsters start early learning

the duties involved in operating a farm, a business, or a home.

The success of a boy or girl in 4-H depends a great deal on his parents. They help the youngster decide on projects that will best suit the family farm or home situation, and usually they finance the project.

"Enroll the parent as you enroll the boy or girl" is good 4-H procedure.

*The whole family takes an interest in planning home-centered 4-H Club projects.*



*A daughter asks mother's advice on her home improvement project.*



*A father's experience is valued by a boy working on a 4-H project.*





*The 4-H Club leader is a respected member of his community.*



*Mature wisdom (above) is a precious asset for 4-H leaders in teaching young people. The project leader (below) finds satisfaction in helping train young hands for adult tasks.*



## LEADERSHIP

● The unique feature of the 4-H Club program is the project, in which a member "learns to do by doing." The success of this program depends on the public-spirited men and women who serve as local volunteer leaders. They should be competent in subject-matter, and are trained for the job. The leader is usually selected by boys and girls and their parents, with suggestions from the county extension worker. A club may have several leaders, with different jobs.

The *organization leader* gives overall guidance to the club. He helps with organizing the club, guides its activities, maintains necessary records for the county extension office. He may be chairman of the adults working with the club.

The *project or activity leader* may teach particular subject-matter to youngsters enrolled in a project. He sets up judging classes, conducts tours, helps boys and girls prepare demonstrations, exhibits, and talks. A junior leader may assist him.

The *one-meeting consultant* may be a specialist in some field the club is interested in. A forest ranger, patrolman, or the county nurse might lead the discussion, show slides, and answer questions at one club meeting.

Sometimes there are *area or county leaders*. These may head up a new or unfamiliar kind of project, advising the local club leader. Or they may help local leaders get a club organized, or train them in subject-matter skills.

*Junior leaders* often work with these adults, learning the leadership role in the 4-H Club—a valuable experience for older members. They are important in the 4-H Club structure. Very few junior leaders have the full responsibility of the club, but they often help plan county 4-H events, or serve as junior counsellors at 4-H camps. They may serve at district and State 4-H events.



*4-H leaders plan county program.*



*County market days give 4-H members experience beyond the local club.*



*Extension agents confer on county 4-H program.*

## THE COUNTY PROGRAM

The county 4-H program supports and enriches the programs of local clubs.

Countywide events such as judging schools, demonstration days, tours, safety and public-speaking programs, support the educational programs of local clubs. A county agent, for instance, working with top livestock men in the county, can arrange better facilities for livestock judging practice than any one local leader could.

A county advisory group or council of local adult leaders, 4-H Club members, and public-spirited citizens works under the guidance of the county extension staff to determine the county 4-H Club program. This "county 4-H council" usually is organized to:

1. Select, train, and recognize adult and junior 4-H leaders.
2. Hold county events and activities to support local clubs.
3. Tell the public about opportunities in 4-H.
4. Work with business, industry, key adults, and members' parents.

County events such as camps, fairs, and achievement programs support the local 4-H Clubs.

At the county fair boys and girls can exhibit what they have accomplished in their projects. This may lead to exhibiting at the State Fair. The 4-H demonstrations, judging, tractor driving, and dress revues have become an accepted part of fairs. Here, too, older members can practice their leadership skills in activities.

Camping is an important part of the county 4-H Club program. 4-H camps provide:

- Practice in getting along with people
- Training in leadership skills
- New friends
- Appreciation and understanding of nature
- New skills, most easily learned in a camping situation.

Most counties hold achievement programs to recognize those who have done a good job, and inspire the rest to "make the best better" next year. Both members and leaders get recognition this way.



*4-H delegates meet  
the President  
in Washington, D.C.*



*Counterparts of 4-H  
are found in many  
countries around the world.*

*The State land-grant  
university campus is  
the setting for  
many statewide 4-H  
training conferences.*



## The National 4-H Program

Federal Extension Service staff members of the U.S. Department of Agriculture give nationwide educational leadership for 4-H. They counsel on method of conducting youth programs based on sound research.

The Federal staff helps arrange the National 4-H Conference and assists with the National 4-H Club Congress. They work cooperatively with the National 4-H Club Foundation and the National 4-H Service Committee, organizations which have an important role in 4-H Club work.

About a fourth of the money spent on the 4-H Club program comes from nontax sources—from public-spirited individuals, businesses, and organizations. Much of this money is used for incentives and recognition for members. Some of it is spent on leadership training for local volunteer leaders.

### National Events

Two national events are held yearly for outstanding 4-H young people from the States and Puerto Rico.

The National 4-H Conference in Washington, D.C., is actually two conferences—one for youth, which concentrates on citizenship education, the other for professional State 4-H workers.

About 1,500 young people selected in State competitions attend the National 4-H Club Congress in Chicago each year, where they are honored for their achievements.



## The State 4-H Program

The State Cooperative Extension Service provides the educational framework for 4-H. Its staff . . .

1. Trains county staff in philosophy, organization, methods.
2. Prepares organizational and subject matter materials for members and leaders.
3. Gives leadership to district and State 4-H events to provide members an expanded opportunity. States provide 4-H camps, training conferences on college campuses, fairs, etc., which support the county program.
4. Works with business, information and educational groups to support local 4-H programs.

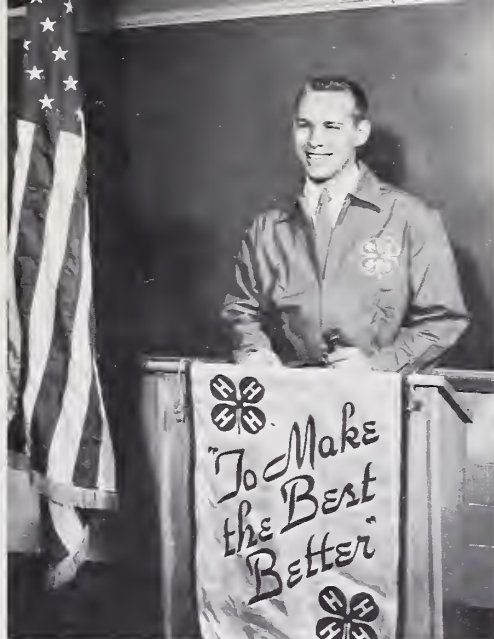
## 4-H Worldwide

Many people in other countries have learned about 4-H and American youth firsthand through the International Farm Youth Exchange, started in 1948. "IFYE" gives our young people a chance to learn another way of life, by living for a few months in another country. Foreign youths come here in this two-way exchange, to live with American families. When they return home, "IFYE's" share their experiences with youth groups, civic clubs, and others in their own countries.

The 4-H Club idea now circles the globe. About 70 countries have youth programs something like 4-H, adapted to their own needs.



*The 4-H experience  
brings forth the  
leadership qualities  
tomorrow's citizens  
will need.*



## THE NEW LOOK IN 4-H

The early-day "corn, pig, and canning" clubs—forerunners of 4-H—were started to teach families improved practices in farming and homemaking through teaching boys and girls. The emphasis then was on the project.

Very soon leaders saw that the project should not be the end in itself, but rather a means of working with youth. Project programs have changed with the times, adapting to the new situations in which young people find themselves.

More projects are available now, and enrollment of urban youth in club work has expanded some project areas, such as home beautification, photography, child care, and electronic projects.

Careers concern young people. A very small percent of youth living on farms today will be able to remain in farming. But there are many jobs for youth with rural background in agri-business. Extension's program for youth is helping them explore new career possibilities.

Citizenship programs appeal to the teenage member. A citizen's responsibility is to himself; to the group; to local, State and National governments; and to international affairs. 4-H trains young people to assume these responsibilities in a free society.

### *"For My Club*

#### *My Community*

#### *and My Country"*

This final line of the 4-H pledge reflects the benefits of 4-H to others beyond the club. 4-H farm, home, and community related activities help insure our young people of useful careers and enriched lives. They learn to live and work cooperatively with others. Club work strengthens the bonds of understanding between rural and urban youth and the people of every land.

### **For More About 4-H**

Your county extension agent can give you information about the 4-H Club program in your community. Or you may write to the Cooperative Extension Service of your State land-grant college or university; or the Federal Extension Service, U.S. Department of Agriculture, Washington, D.C.



## Partners with Extension for 4-H

### **National 4-H Service Committee, Chicago:**

- *Arranges for the National 4-H Awards Program.*
- *Plans and coordinates the National 4-H Club Congress.*
- *Maintains a supply service to provide appropriate merchandise for clubs, club members, leaders and professional workers.*
- *Publishes the National 4-H News.*
- *Carries out a nationwide information program.*

### **National 4-H Club Foundation at Washington, D.C.:**

- *Handles the International Farm Youth Exchange Program.*
- *Operates the National 4-H Center.*
- *Provides training for professional workers, such as the Human Development Workshop.*
- *Provides opportunities for citizenship and leadership training for members and local leaders.*
- *Conducts experimental, exploratory projects and studies.*

# OBJECTIVES OF 4-H



*The informal education of 4-H supplements training in the home, church, and school. The objectives are to help young people to . . .*

- Gain knowledge, skills, and qualities for a happy family life.
- Enjoy useful work, responsibility, and satisfaction in accomplishment.
- Value research and learn scientific methods for making decisions and solving problems.
- Know how scientific agriculture and home economics relate to our economy.
- Explore career opportunities and continue needed education.
- Appreciate nature, understand conservation, and use resources wisely.
- Foster healthful living, purposeful recreation and leisure.
- Strengthen personal standards and philosophies.
- Acquire attitudes, abilities, and understanding to work well with others.
- Develop leadership talents and skills to become better citizens.

#### PHOTO CREDITS

USDA—p. 3, p. 8-9 (science, automotive), p. 10 (tree planting), p. 11 (family), p. 15. Alabama Extension Service—p. 6 (demonstration). Minnesota Extension Service—p. 10 (bicycle safety). Oregon Extension Service—p. 12 (leader, boys, girls). USOM Vietnam—p. 14 (4-T). National 4-H Service Committee, all other photos.

**Cooperative Extension Work:  
United States Department of Agriculture  
and State Land-Grant Colleges  
and Universities Cooperating.  
Issued October 1962**